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UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

Vol. VII.

ST. LOUIS, JULY, 1874.

No. 7.

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WILL our friends who desire to get notices of meetings, teachers' institutes, advertisements and other matter into the JOURNAL, please remember that we must have it in hand by the 15th of the month previous to publication?

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TALK IT OVER.

The "estimates" for school purposes for 1874-5.

In order to secure good teachers, arrangements must be made to pay them liberally and promptly. This can be done if school officers make arrangements in time. The poorest investment you can make is to hire a cheap teacher. They waste their own time and that of the children, and in many cases do positive harm. They are not wanted, because they are unprofitable.

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HISTORY IN OUR SCHOOLS.

BY ARTHUR GILMAN.

HOW we shall teach and how study history, are questions of the utmost importance; for not only is history involved in all our studies, but it exhibits the development of the plans of the Creator and Governor of the world.

Mr. Froude, in an able paper that we reproduced a short time since, talks to us of "laws of causation," "dynamic forces of humanity," and the "equations of man," and what he says on the subject of the science of history is interesting and valuable to those who have already in their minds the facts, and in their hearts the love of history.

Another Englishman comes nearer our hearts in his warm feelings as he expresses the love that he possesses for the subject before us. The late Frederic Denison Maurice, in his charming essays recently combined in a volume called "The Friendship of Books," the very title of which shows the heart of the writer, says: "I want the light which history gives me," "I cannot do without it." "The ages are not dead, they cannot be. If we listen they will speak to us."

Here is the spirit in which we must come to the study of history—not looking at it as a dead body only fit for the scalpel of the scientific dissector, but as a living, breathing entity, ready to tell us the lessons of the experience of man, and of the plans of God.

The history of the world is one. It tells the tale of many men and of many lands, through many ages; but it is still one. The blinding band is this:—It is the history of humanity.

Now, it would be best, if we were able to do it, to study the history of all lands contemporaneously. But this is simply impossible, and we are obliged to learn the events of each land separately. There is, however, a regular progression in the world's events which must be followed in our study. Ancient history and modern history are separated by that most interesting genetic period called the Middle Age. We need to guard

against what I would call the "scrap-
py" mode of study, either in the study of a country here and another there at random; or a little of the life of one people and a little of the life of another, and another.

If history is the record of the doings of humanity, then the *men* must be the object of our study. The principles, the "dynamic forces," and the "laws of causation" will come out and receive attention as we learn to know the men in whom they were powerful.

Let us, then, take up the countries in their natural order on the programme of the ages. Let us study each by itself, getting a clear view of its connections, of its men, and their influence, before we pass to another. Then let us use maps, charts, tables of chronology, poems, biographical sketches, pictures, dramas, and all other illustrations that will help give the past an air of reality.

Nothing can be better than the pictorial plays of Shakspeare to make real the times of King John, the long contests with France, the bloody civil Wars of the Roses, and the days of King Henry the Eighth. Let us go to the pages of Chaucer for pictures of the homelier matters of the fourteenth century. Let us look into the gossip of Mr. Pepys to see how the world went when the second Charles lived his gay life. Let us read in Ivanhoe of the daring deeds of an earlier England, and let us even run over the rhymes of the ballads of Robin Hood to see how the outlaws of English birth ranged in the greenwood when the lion-hearted Richard and his Norman subordinates distressed the land their fathers wrested from its rightful rulers.

By thus making the *men* our peculiar study, we make history most entertaining, for it is true, as Mr. Carlyle says, that "man is perennially interesting to man."

The studies of literature, composition, geography and history are properly associated by their very nature, and ought not to be divorced in our schools. If the writer has given any hints above that will lead to their more close connection in actual school experience he will be glad.

CAMBRIDGE, MASS., 1874.

The Study of Evolution in Education.

BY WM. T. HARRIS.

IN our time, the foremost scientific intelligence is directed to the study of the laws of growth and development. It is discovered that all History is a process of realization of some final end or cause; that each institution of man has likewise some final purpose or ideal which it perpetually seeks. Not only this, but the material world with its elements is in a constant process of interaction which may be termed the meteorological process. That this latter process involves the disturbances on the solar surface, and planetary and cometary perturbations, is beginning to be understood. That there is a process in the animal and vegetable world by which one species gradually transcends its limits and develops into another, is believed by many. That the forces of matter are all correlated and are in a process of continual evanescence, the one into another, is held by a still greater number of scientific men. It is clear that their tendency is to correlate gravity—the tendency of all matter to a center—with light (or heat) the tendency of all matter from a center.

The great influence of Darwin upon scientific thought seems to be in this direction; all living beings shall be studied in their histories. In its history all the possibilities (or potentialities of a being becoming manifest, and only by gathering up all these and contemplating them as a whole can we arrive at a comprehensive knowledge of a given subject. Whatever may be said about "natural selection," (or as Hegel calls it, "the struggle of ideas and the victory of the deepest one"), is only preliminary and not exhaustive. The study of the totality of its history will reveal to us the purpose—the final cause—the teleology—of the struggle for existence in a living process. All struggles imply two opposing forces—in this instance the living animal struggling to attain his ideal type against the obstinate resistance of surrounding circumstances. What the ideal type is, will be manifest if we study the tendency of his struggles in his history.

In this sense Darwin's labors are not hostile to those who claim the purest spiritual views. If idealism has any truth—if there is any basis for a spiritual theory of the universe—it will become manifest to us in a study of the history of the world and of mankind. Educational thinkers, above all others, must be active in this field, and see to it that no merely preliminary and half-views be forced upon them. Such modifications as would result in our systems of education by the rash application of such generalizations as are made in the beginning of a study of a historical process of education or social development, would have to be mended year by year to keep pace with the growth of theory based on such investigations.

It was Plato who first showed us the natural transition between idea and idea. The one idea involves another through which it is limited and defined—that accordingly, in arriving at the clear comprehension of one idea we are obliged to pass over to other ideas and return to the first—this necessity is the famous Platonic *dialectic*. Its result is to show that all ideas of the mind are inter-affiliated and make up a system, and that the thinking of each idea is possible only as we think the process of its inter-affiliation with the other ideas which limit and define it. Thus the clear comprehension of an idea is possible only through tracing its historic growth—its origin in a mere abstract idea and its development into a more concrete one. But the term History here has significance only as far as it is the psychological history of the people or race who have developed and named the idea in language, and secondly, only so far as the individual has realized in himself logically (by pure thought) such genesis of the idea which he is investigating. The latter is the condition of the former: only in so far as the individual can see the dialectic necessity in the logical process of his own ideas can he be able to discern this dialectic in the History of his own language.

While Plato revealed this genesis of idea in pure thought, it was chiefly Aristotle who discovered and applied the doctrine of a dialectic process in objects—a transition of one object into another—and thus connected the links of nature into a historical chain. Since his time all scientific endeavor has been either to analyze objects so as to find new elements, or to study the relations and connections of these, and thereby show them to be links of the one chain. Aristotle set up the doctrine Teleology, or of final causes, as his highest principle. This was not held by him in the superficial sense that Paley and others apply it: as though one object in nature was for another, in the mechanical sense that one part of a watch is fitted to another; nor in that immanent sense in which the advocates of the development theory are prone to hold it: as though the phenomena of the world were occasioned by the run-

ning down of universal gravitation whose weights, in some unaccountable manner, got wound up again in some remote epoch of cosmical history. Aristotle knew that a self-conscious absolute is the final cause, as he tells us in his *Metaphysics*, (XI, 6 and 7) and, indeed, there demonstrates to all who will follow his subtle thought.

On both sides therefore,—on that of the scientific thinkers who follow the lead of Darwin, Comte, or Herbert Spencer, as well as on the side of the great thinkers who trace their pedigree to Aristotle and Plato,—we who have the direction of education, as teachers or supervisors of schools, are urged to the study of its history, its process of development. Such students of ethnological psychology as Tylor, Lubbock, Mortillet, and De Quatrefages; such students of philological psychology as Wilhelm von Humboldt, Steintal, Grieger, Whitney, Bleek,—of such students of cerebral psychology as Bain, Bell, Spencer, Buechner, Vogt, Dubois-Raymond—all these contribute valuable elements to the solution of the educational problems. They furnish the description of particular elements, or assist us in tracing out the relations of one activity to another and its laws of transition. In other words, they contribute to the discovery of the dialectic process of education.

PHILOSOPHY OF EDUCATION.

BY J. BALDWIN.

V. Culture of Sense-Perception.

SENSE—Perception has been defined "The capacity of the mind to gain through the sensorium a knowledge of the external." More than any other, this faculty has commanded the attention of thinkers. In the April number was presented the physiology and psychology of sense-perception. Attention is called to its culture in this article.

I. IMPORTANCE OF THIS CULTURE.

1. Sense-perception is the basis of all mental activity. Each faculty is self-active in the presence of its object. In view of the external we perceive. In view of percepts we remember and reason. In view of facts we feel and choose.

2. Perceptions condition all the sciences.

3. Practical knowledge is largely the result of observation.

4. Sense-perception is the source of endless enjoyment. We see a world of beauty, hear the melody of eloquence and song, smell sweet odors, taste delicious flavors, feel the soft and thrilling touch. The importance of the early and thorough culture of this power of the mind cannot be too earnestly urged.

II. TIME OF CULTURE. 1. In childhood, especially, should this culture be systematic and effective. The objective world is the child world. All exercise of the senses is grateful. As the elements of knowledge must be first acquired, sense-perception is earliest developed.

2. During youth this culture should be continued. Men enjoy most the ideal, and cease to have so keen a relish for mere sensations. With age the senses become dull. In the beautiful hereafter, our spiritual bodies will bloom in eternal youth, and will be endued with keener senses of vaster range.

III. MEANS OF CULTURE. These are infinite. 1. Nature is the great store-house. Wherever it touches child-mind, the buds of spiritual life spring forth.

2. The elements of natural science furnish exhaustless means for this culture.

3. Language and music are prominent in this connection.

4. Art is an efficient means. Drawing deserves special mention.

5. Travel may become an excellent means of culture.

IV. METHODS OF CULTURE. 1. Sense-perception is cultivated by *judicious exercise*. This is the great law of culture. Obstructions must be removed. Its spontaneous activity must be stimulated. The matter and the method must be adapted to the capacity of the child.

2. The pupil must be trained to the habit of observing attentively and minutely.

3. *Right Methods of Study* cultivate sense-perception. The learner is lead to make his own discoveries. He observes, compares and classifies. He proceeds from the concrete to the abstract, and verifies conclusions by examples. Such study tends to the highest culture of this capacity.

4. *Right Methods of Teaching* develop sense-perception. All primary teaching *must* be objective. Things, ideas, names; objects, examples, rules: observation, application, definition—these are clearly the right processes. The pupil is placed face to face with nature, and is enabled to acquire knowledge at first hand. He works up to definitions and rules.

The subjective method is utterly unsuited for children. The teacher should strictly avoid such educational errors as the following: 1. Words before ideas; 2. Definitions before concepts; 3. Rules before examples; 4. Memory before knowledge; 5. Books before objects; 6. Theory before practice; 7. Analysis before synthesis; 8. Deduction before induction.

The intelligent educator will reverse each and all of the above fundamental errors of the old-time school master.

Text-books constructed in accordance with the above fallacies, should be rejected. Books beginning with definitions, abstract principles, and rules are of this class, and are radically wrong. They are utterly unfit to be placed in the hands of children. It is a real pleasure to use many of the books recently published. Book makers as well as Pestalozzi are beginning to discover childhood.

V. METHODS OF TEACHING the several branches so as to best cultivate sense-perception will be consid-

ered in connection with each branch. The means of culture are infinite, and free as the air we breathe. Nature in all her varied stores, science in all her rich fields, and art in all her exhaustless domains, are the varied means of sense-perception culture. A right use of these will give power and accuracy to the senses and vigor to the mind to grasp the external. The elements of knowledge thus acquired, a solid foundation will be laid for reflection and action. When to cultivate the several capacities of the mind; by what methods to cultivate each faculty of our spirits; these are the problems ever pressing for solution. In every age they have engaged the best efforts of the ablest men. They are never absent from the mind of the educator. Such knowledge lies at the very foundation of the science of education and the art of teaching.

From month to month the JOURNAL will continue to present results developed by the thought and experience of the ages.

State Normal, Kirksville, Mo., June 20, 1874.

HOW TO TEACH ARITHMETIC—III.

BY S. A. FELTER.

Primary Grade—Step II—Notation.

LESSON 3.—To examine the prepared lesson, and teach the comparison of numbers by objects, questions and problems.

Illustration 1. Charles may read his lesson, first reading the small number and then the large one. Each give attention, to see if he makes a mistake—"4 marks, 6 marks; 3 marks, 7 marks; 1 mark, 9 marks, etc." Eddie may read—"2 marks, 8 marks; 3 marks, 7 marks; 8 marks, 4 marks;" (Hands raised.) "Eddie read the large number first." Let me see; yes, Eddie has made a mistake; he has placed the large number in the wrong place. Eddie may continue—"2 marks, 5 marks; 6 marks, 6 marks;" (Hands raised.) "Eddie has the numbers just alike." (In this way let each child act the part of a critic on the work of each of the other pupils.

2. By the use of objects.

Each child may make two piles of buttons. Hold up, and give the number in the large pile. Give the number in the small pile. Make three piles, and how many in the largest? How many in the smallest? How many in the other pile? etc.

3. By the use of concreted questions.

Which are more, three sheep or four sheep? Nine oxen or five oxen? Ten horses or five horses? Six cows or three cows? Five pins or nine pins? Six buttons or six buttons? etc.

4. By the use of concreted problems.

I have eight apples, and my brother has four; which of us have the greater number? One boy plays one hour, another boy plays three hours; which of them plays the longer time? etc.

5. By the use of abstract questions. Give a larger number than 5; than 3; than 7; than 9; than 2; etc. Give a smaller number than 6; than 9; than 8; than 10; than 2; than 7; etc.

Which is the larger number, 3 or 7; 6 or 9; 8 or 5; 4 or 6; 7 or 9; 3 or 5; etc.

The class may take their slates and write rows of figures on them, to be read at the next lesson, thus:

3 2 6 2 5 7 8
4 4 7 3 1 5 7
3 1 1 4 6 3 1

N. B. There should be an exercise of some kind furnished the little children, to prepare at their seats, at the close of every recitation, and thus prevent the habits of idleness, so prevalent in the majority of our schools. Children should not be under the restraint of a class exercise continually, even if the teacher has time to devote to them, for the strain is too much for their untrained minds, and, as a consequence, little pupils soon lapse into habits of inattention in class, which is even worse than idleness at seats. Little children should not be occupied in class exercises more than one-third of the time, the remainder being used to prepare exercises of various kinds on slates. No exercise should occupy more than ten minutes of time; and the same exercise should not be given more than three times a day. In graded schools, small classes, in most cases, are more successfully handled in recitation than large ones, because, if in recitation every child cannot be actively engaged, they will surely be inattentive.

*It will be observed that the first natural steps in instruction is by the use of objects, or the concrete; the second, by the conceptions of objects, or concrete questions and problems; then the abstract relations, by abstract questions.

THE SCIENCE OF TEACHING.

BY W. PRYOR, M. D.

AN article appeared in a late number of the American Journal of Education, from the pen of Mr. W. T. Harris, entitled "Revolution in Course of Study." The author opens with a remarkable confession, that the choice of a course of study is simple and practical, involving only the question of the practical wants of the business community and of the duties of citizenship in this country. It seems to me here is a grave error to start with, involving no less a consideration than the mental constitution and its adaptations to the universe in which it is placed. An error which has pervaded all the schools and colleges of our country, both here and in Europe, and continues still undecided by those who control the educational interests of the people. That the choice of a course of study is a practical one, no one who claims to possess a thoughtful mind will deny. That it is simple, I should beg leave most respectfully to differ with the writer. If simple, how happens it that all the

theorists from Rousseau to the present time, who have been engaged in vain attempts to solve this simple problem of human culture, and mental adaptation, should present such deplorable incongruities in their conflicting speculations? Brown, Stewart, Bain, Spencer acute and subtle thinkers—have given us their own consciousness, expressed in admirable dissertations—on general psychological powers, purely deductive and descriptive, but not inductive, not analytic—not founded on the observation of man as he is—as God has made him, and therefore all their theories are unnatural and contradictory, and not applicable to the elucidation of the one fundamental question, What is the constitution of man in his physical and mental capacities, and what are the relations subsisting between him and the universe in which he is placed? Before unanimity can exist upon any of the questions pertaining to human welfare, we must have fixed principles for our guidance, else all thought is empirical and delusive—we attempt to build an edifice with its four corners swinging in the air. Never having had this preliminary question of mental constitution settled, we are completely at sea, without chart or compass to guide us. Before I can determine how to educate a girl or a boy, I must first know their natural powers and relations to the world in which they are to act, and be acted upon. Neither my own consciousness of my own powers, nor the observed manifestations of human powers as revealed by history, can furnish sound principles for human guidance, because individuals differ in their original tendencies, and what is true of one may not be applicable to others; and the history of man through all ages has presented abuses of powers and not legitimate uses, hence no correct inferences of his capabilities can ever be drawn from the drama of civil life. How then shall we know him? Lord Bacon has told us in the opening sentence of his immortal work—"Man," said he, "the servant and interpreter of nature, understands and reduces to practice just so much of nature's laws as he has actually experienced, more he can neither know nor achieve." To observe nature then is the first business of the philosopher and teacher, and this is the source of all our wisdom and all our progress, the scholastic minds of this and the preceding centuries have failed to do, and hence "a man cannot start from St. Louis and visit the cities on his way East—Cincinnati, Philadelphia, New York and Boston; without having all his preconceived notions as to a science of pedagogy shaken from their foundations."

I propose in another article to exhibit the Gallian system of mental philosophy as more in harmony with nature, and therefore more worthy of our consideration, in our attempts to guide the human mind on the sea of life.

VOCAL CULTURE.

BY S. S. HAMILL.

IN a previous article we called attention to the six essential elements of utterances; viz. form, quality, force, stress, pitch and movement. The subdivisions of these elements are thirty, their combinations indefinite.

A practical knowledge of the adaptation of these subdivisions to the various forms of thought, and a facility in combination are indispensable in reading and speaking.

In a few instances the knowledge has seemed almost intuitive, but with the multitudes it is acquired. If a pupil cannot illustrate the effusive form, he cannot read a selection expressing pathos, for pathos demands effusive, and will be satisfied with nothing less, either in nature or art. Every expulsive or explosive sound given in the expression of pathos, as much mars the beauty of utterance, as the substitution of a wrong note mars the beauty of singing.

To a class, then, defective in effusive form, the first vocal exercise should be practice on sounds and words effusively. As soon as facility in the use of this element is acquired, its application to the various styles of thought should be explained and illustrated. Pathos, reverence, devotion, adoration, sublimity, grandeur etc. of a quiet and tranquil character, all demand effusive form and can no more be impressively uttered in expulsive or explosive form, than the Psalms of David be impressively sung to the tune of Yankee Doodle.

The exactions in expression are almost as rigid as those in mathematics. Few are aware until they investigate the subject closely, how strictly scientific are the principles of delivery. As soon as command of effusive form, practical and theoretical, has been acquired, the teacher should pass at once to the expulsive form. In the use of the expulsive, but comparatively few will be found deficient. It is the form of voice in which children make known to teachers, the knowledge of sounds and words, the form in which they read through the First, Second, Third, Fourth, and Fifth and "Higher Readers," and as a necessary result the form employed by teachers, preachers, lecturers and lawyers. Yet common as is this form it is almost as commonly defective.

The efficient utterance of both the expulsive and explosive demand the vigorous use of the abdominal, dorsal and intercostal muscles. These muscles are employed to expell from the lungs an extra supply of air, which the vocal organs demand for the proper production of these sounds. If the muscles are allowed to remain inactive, as in the majority of cases, the supply of air is deficient, the vocal cords are injured and the sound is thin, feeble and inexpressive.

This inaction of the lower muscles during vocalization, this effort to produce the expulsive form without the necessary supply of breath, has produced more cases of ministerial sore throat, bronchitis, and pulmonary consumption than all other causes combined. In the practise of this element the work will be not so much to acquire that which is new, as to correct that which is old. A few days practice will usually give the use of the lower muscles, but months will be required to render the use habitual.

The form correctly acquired, the application should follow. And here the instruction should be as much when not to use, as when to use. Accustomed to employ the explosive in the expression of every form of thought, it will be difficult to restrict it to narrative, descriptive and argumentative. Yet this must be done, for upon these alone is it properly employed.

State Normal Kirksville, Mo. June 21st, 1874.

LULLABY.

TO A LITTLE TWO-YEAR-OLD.

Alfred, my young little prattler, at play,
Looking from blue eyes that laugh through the day,
Fair as a sunbeam that sweetens the air,
Run to my arms darling, nestle thee there.
Ever in motion, and never at rest,
Draw down those eyelids; the sun in the West
Behind the soft cloud has buried his face,
Up in the morning to run his swift race;
Running with Alfred at hide-and-go-seek,
Round the great world. Baby, hush while I speak
In the ear of our Father in heaven, up high,
Thanking him kindly for blessings so high.
After the night, then the day shall appear;
Next to the winter, the spring-time is near.
Down in the meadows where May flowers grow,
Henny and Herbert and Alfred shall go,
Every one prancing with joy and delight
Watching the birds and the flowerets bright.
But your eyes darling, mamma says—good-night.

YALE COLLEGE.—The total receipts for the past year, are:—\$298,880.67; total expenditures, \$253,790.46. The principal items of receipts are:—Term bills, \$67, 273 00; Theological Department, interest and donations, \$31,709 71; Sheffield Scientific School, \$49,372 43. Among the items of expense are these:—Instruction, \$41,872 25; Law instruction and library, \$2,856 24; Medical Department, \$1,398 71. The real estate purchases of the year amount to \$17,145 65, and repairs, \$17,498 01.

WOMAN'S MEDICAL COLLEGE OF PENNSYLVANIA (Philadelphia).—The twenty-fifth annual announcement—1874—75—gives the names of eighteen ladies who received the degree of doctor of medicine at the twenty-second annual commencement, March 13, and of fifty-seven matriculates and five attending partial course. There are three ladies and five gentlemen occupying professional chairs besides five auxiliary instructors. The next session will open Thursday October 18.

THERE are over 14,500,000 children of school age in the United States.



HOW TO STUDY GEOGRAPHY.

BY D. N. CAMP

OUTLINE maps will be found of great service, and an important aid to the teacher, in the study and teaching of physical and political geography.

The map of the division or country constituting the lesson should be before the class while the lesson is prepared. The teacher will at first point out the prominent physical features as they are described, and afterwards each pupil should take up one topic at a time, and having prepared his lesson by the aid of the map, should be able to give a clear and concise statement of the principal characteristics of each division of the globe.

Those lessons on the great physical outlines of each continent and division should be adapted to the attainments and mental training of the pupils.

For primary classes they would consist principally of those prominent facts which could be easily understood by the immature mind, and which address the perceptive or observing faculties; for more advanced classes the lessons would be more comprehensive, and the facts should be classified and taught so as to demand the full exercise of the faculties of comparison or judgment, whilst for the higher classes they would be more extended, and so related as to lead to more complete generalization and the exercise of the reasoning faculties.

The latter class should be taught to investigate the causes which affect or modify climate and productions, which tend to encourage or repress the march of civilization, which promote commerce, or stimulate other branches of industry.

Political geography should not be subordinated to physical geography, but taught as a branch of the subject of equal if not greater importance.

The location of states and kingdoms, their boundaries, capitals and chief towns, the occupation of the people, the condition of agriculture, manufactures and commerce, the state of education or general intelli-

gence, the moral and social condition of the inhabitants, are all questions of great importance to every well educated young person, and should be successfully taught in every well organized school.

The political divisions are so distinctly marked on the outline maps, and their form and position are so readily seen, that these maps will be found important auxiliaries in the study of political geography.

When the great outlines of the continents, and the form and position of the ocean have been given, with the principal physical phenomena depending upon them, the pupil should be made acquainted with the names given to the principal divisions of land and water on the globe. These can be taught in a few lessons, if taken in their proper order. The most important should be studied from the map of the hemispheres, No. 1.

With this map suspended before the class, the teacher should point out each object in order, and the class, or some individual designated by the teacher, should name the different objects as pointed out, in the following order: The grand divisions of land; the divisions of water; the oceans; seas, gulfs, and bays, straits, channels, and sounds; next the islands or portions of land separated from the continents, then taking both continents and islands the projections, as capes and peninsulas, of both should be given; this completes the contour. Afterwards the relief of the land, by mountains, plateaus, and plains, and last the bodies of fresh water, lakes and rivers, which depend upon the elevation and arrangement of the land.

Only the leading objects would be given from map No. 1, but upon the map of each of the divisions all the important natural objects should be given, and the political divisions, with their capitals and chief towns. It will assist the pupil very much in remembering the names of these to give them all in the same order, commencing at the upper left hand part of the map, the same as in reading, and proceeding to the right until returning to the starting point again.

The recitation should sometimes be varied by allowing a pupil to point out the objects as he recites them, giving them without any prompting or questioning by the teacher.

At other times one pupil may question the class; or the class question a single pupil, thus giving variety and interest to the exercise, at the same time that thoroughness is secured. The maps being without names can always be used in recitation, and the proficiency of the pupils be tested by them.

In teaching from the outline maps care should be taken to see that the pupil learns the various objects represented, by their form, and position. The earth is to be taken as one object, and each continent, ocean, and other division of land and water, is to be studied individually, and then in its relations to other objects with which it is connected, and with which it forms some organic whole.

The pupil should become so familiar with each map, the natural features represented, the political divisions, and the locality of places, as to recognize them at once when presented.

This attainment can be secured by a careful study of the map, with the key and questions, and by drawing the map on slate or paper, putting down the parallels and meridians, and accurately filling up the outline with the natural and political divisions.

For classes of advanced scholars, topical instruction will often be found the most beneficial. For this purpose let a country be selected, and a topic be given to each member of the class. The information required is then to be sought from encyclopedias, geographical dictionaries, books of travel, scientific works, and from all sources accessible to the student.

School Houses, Schools and Teachers.

BY HENRY WARD BEECHER.

THE following thoughts are worthy of this very distinguished author Reader, have it copied into your county papers. It ought to be read by all the people. Good school houses well furnished, good permanent well paid teachers, and schools in every district from six to ten months annually, are the greatest wants of the West:

What kind of school-house have you in your district? Is it as good as the means of the neighborhood will allow? Of course, in newly settled regions, where men live in rough houses, we do not expect expensive school-houses. But where the people live in comfort, and have in their houses the appliances of civilization, it is a shame to suffer their children to be herded together in a school-room scarcely fit for a stable.

Too often, after enough disputing as to the location, a place is chosen which has no other merit than that it is central, or near to the great majority of pupils. Bleak in winter, torrid in summer, without trees to break

the winds, or shield from the sun, a wretched room is arranged, with wretched seats along more wretched desks. Nothing attractive in or about the building. To the little children it is a prison, and to the larger ones no better than a barn.

Now there should be good sense and good taste employed in selecting a site for children's schools. A woody knoll, a shaded nook in a meadow; a place by some shallow brook, overhung with venerable trees: a sequestered spot large enough for children's sports, should be selected. One ought not when grown up to shudder at the very memory of a district school-house, as we do now.

The warming, lighting seating and ventilation of school-houses should be carefully attended to and provided for. In old times, when people lived without furnaces, went to meeting with the thermometer at zero, and the wind going like mad, without a stove or fire of any kind in church, there was no need of ventilation. In many modern churches where only fifty people attend in a room capable of holding several hundred, the evils of ill-ventilation are not felt. But, usually, the district school is the most crowded of any meeting in the whole region. The ceiling is low. A hugh box-stove is playing dragon in the midst of a swarm of first shivering, and then sweating children. Colds and racking coughs soon break out, and the health of the whole school is imperilled. Parents ought to care enough for their children to look after and remedy such things.

Everything ought not to be left to the school committee and to the schoolmaster. Parents should visit the school, and look after their own interests. In this way the teacher will be encouraged, and the school-committee will be inspired to perform their duties. No good farmer would let his pigs, his colts, and calves, go through the winter without looking carefully after their keeping. It is only his children that he packs off to school and leaves to the care of whatever teacher may chance to hold the place, without taking pains to know whether the children are neglected or abused; or whether they are, on the other hand, carefully instructed, and under circumstances that do not impair their health or demoralize their manners.

Schools should be kept open all the year round, if possible; and if that cannot be, then as long as possible. Two or three months' schooling may be better than nothing; but only just that.

Greater pains should be taken to procure efficient teachers. And when one has been secured, he should be paid so liberally, and treated with such consideration, that he can be persuaded to remain. It must be a good thing to have a generation of boys and girls brought up under the same master. No relation but the parental has in it such possibilities of influence, respect and affection, as

that of a school-teacher in a country town, who casts his lot with the people and devotes himself to the well-fare of the young.

Nothing could be better for a neighborhood than to inspire in it an enthusiasm for the common schools. This is a right kind of pride. And if it cures meanness and stinginess in dealing with teachers, and school committees, and schools, it will go far not only to ennoble the young, but to convert the old, and make them better parents and better citizens.

SCHOOL MANAGEMENT.

BY J. BALDWIN.

V. Punishment.

GOD, parents, teachers and society co-operate to lessen evil and strengthen virtue by administering such punishments as tend to reform and to elevate. While it protects the good and deters the vicious, punishment should be reformatory—never vindictive.

PRINCIPLES.

1. All punishments should tend to benefit the punished.
2. Self-government alone is worthy of man. Punishments should be such as will foster this principle, by working in the offender a deep resolve to forsake the wrong and do the right.
3. The punishment should be a natural consequence of the offense. It is thus that God punishes.
4. Mild but certain punishments are most effective.
5. The punishment may be delayed till the school feel its necessity, and approves the infliction.
6. Punishments should be inflicted not in anger, not in haste, not with unnecessary severity.
7. The loving heart and feeling word should ever accompany the firm hand.

RIGHT AND WRONG.

Punishments may be either right or wrong. Right punishments accord with the above principles, while they are violated by *wrong punishments*. These include such as *scolding, threatening, torturing, whipping frequently or improperly, requiring excuses, inflicting unusual or degrading penalties, forcing to study, etc.*, etc. It is a fearful thing to punish improperly. Erring man should with deep feeling and prayer punish the little immortals.

"Over whom the angels watch."

Hasty and cruel punishments by parents and teachers crush out the noblest traits of child-nature.

RIGHT PUNISHMENTS.

- I. Reproof { 1. General Reproof.
2. Private Reproof.
3. Public Reproof.

1. General reproof is the best of all punishments. Some pupil has done wrong. In low, earnest tones, the teacher speaks feelingly of the offense and the offender. He will not mention the name, but he sincerely hopes the offense will not be repeated. Thus kindly and considerably dealt with, the pupil resolves to reform.

2. Private reproof is the most potent of all punishments. It works marvelous results. The pupil could not be reached by general reproof. He continues to offend. The teacher *privately* requests him to remain after school. He is permitted to meditate for some minutes. The teacher then approaches him with kind looks and words, picturing his conduct and its results. He proposes to help him to be good. Teacher and pupil stand heart to heart. The boy's heart is touched. He is saved! The wise, tender words and loving heart are invincible!

3. Public reproof is a powerful but dangerous punishment. It should be used sparingly and with great discretion. "Reprove not a child in the presence of another person," is a safe and sacred rule. Still, public reproof has its place. The pupil could not be reached by either general or private reproof. A severer punishment must be inflicted. At a proper time the teacher speaks of what he has done to induce one of their number to do right, and of his failure. He will mention the name not to hurt the pupil's feelings; but to give all an opportunity to aid him in doing his duty. All agree to help. The best feeling pervades the school. The offender feels that he is in the hands of friends who mean to do him good. The tremendous moral influence of the school is thus brought to bear. Silently but surely the work goes on. In the effort to aid another, all the pupils are benefited. The erring one feels, reflects, resolves. He yields to the power of public sentiment.

4. Reproof is an efficient punishment for nine-tenths of all the faults of children. Let parents and teachers learn to administer reproof in the right spirit and manner, and they will find the child-heart responding as does the rose bud to the summer sun.

- II. Privations. { 1. Of Seat.
2. Of Recess.
3. Of Recitations.
4. Of Position.
5. Of Privileges.

President Nett, after an interview with the great horse tamer, remarked that Rarey pursued the system in training horses that he had for long years used in training boys; that the secret could be told in two small words—*kindness, power*.

Restraint is as necessary as love. The wayward must be *disciplined* into respect for authority. Privations are the natural punishment for abused privileges. The pupil must be made to feel the natural consequences of his conduct. Reformation should be followed by restoration of the forfeited privilege.

1. A pupil who habitually communicates, or who is very irregular, should be deprived of his seat.
2. Recess should be enjoyed by all the pupils, but one who during recess mistreats others, uses improper language, or is guilty of bad conduct, should be detained. He may pass out alone after the usual recess. Tardiness may be punished in this way.

This punishment will be severely felt. It should be used sparingly.

3. The recitation should be esteemed as a great privilege. The teacher may excuse a pupil from class for repeated neglect in preparing lessons, for communication, for copying from others, for improper conduct, or for rude answers. To be thus excused is keenly felt by most pupils, and it should not be done for trivial cause.

4. The standing of the pupil depends on faithful and successful work. The negligent will naturally fall into lower and still lower classes. The time may come when he will forfeit even his position in school. These backward movements should be prevented at any cost. Rarely do they result in good to the pupil.

5. Privation of a privilege should follow its abuse. For instance, if a pupil indulges in improper conduct while returning home, he should be detained after school. This principle will be understood without further specification. Slight as are the deprivations named, they work marvelous results. The imperative of conscience, "*Do right because it is right*," is wonderfully stimulated. Silently, slowly but surely, the pupil is trained to govern himself. The foundation is laid for a noble manhood. The judicious teacher, who uses reproof and privation properly, will seldom find it necessary to resort to other punishments.

The discussion of corporeal punish-

ment, suspension, expulsion, etc., must be deferred.

State Normal, Kirksville, Mo., June, 1874.

GREAT WRITERS IN A NEW FIELD.—Wm. C. Bryant will have another poem, a translation, in the July number of *St. Nicholas*. It will be remembered that the first number opened with a poem by this Nestor of American poets. It is certainly a gratifying thing that men of the genius of Bryant, Michell, Warner, Bret Harte, and others, appreciating the terrible evil of the wicked sensationalism of so much of the periodical literature now eagerly devoured by children, are willing to do their very best work for a Juvenile periodical.

ARE GENIUS AND TALENT HEREDITARY.—The first of the long-expected articles from the graphic pen of the poet Stoddard, "Studies of some British authors," will also appear in *Scribner's* for July. It discusses with great ability the vexed question, Are genius and talent hereditary.

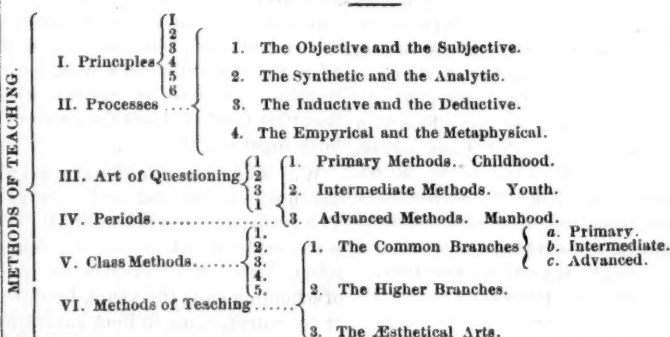
BRET HARTE IN A NEW ROLE.—Bret Harte will have a story for children in *St. Nicholas* for July, entitled "Baby Sylvester," and of course, there will be a great deal of curiosity to see how he will acquit himself in this new field of literature.

"Baby Sylvester" was the pet of a mining camp—no woman within forty miles.

The story is illustrated by W. L. Sheppard and J. C. Beard.

METHODS OF TEACHING.

BY J. BALDWIN.



I. INTRODUCTION.

Teaching is the art of human development. *Man, means, and methods* are the three elements of the educational problem. Methods of teaching are the ways in which educational means are applied to educational ends. Great principles, constituting the science of education, underlie the art of teaching. Right methods apply these principles.

Adaptation is the test of method. Discarding all routine, breaking all shackles, overleaping every barrier, the teacher places the child face to face with educational means. Each lesson is original work. History never repeats itself. No two cases can be alike. Child-nature is ever bubbling up in new phases. Complete adaptation is the perfection of method.

Models are suggestive. They are not to be copied. The artist studies

long the productions of the masters. They help him to form more glorious ideals. But he does not *imitate*, he *creates*. So it is with genius in all the varied fields of achievement.

The methods of great teachers are models to be *studied*, not *followed*. There is no best method. Each teacher, with the models of all human experience before him, may form an ideal nearer perfection than those of his predecessors, and may teach in a more masterly manner. The true teacher creates his own ideals, and works out his own conceptions. The drudging copyist is unworthy of the name—teacher. He who would excel must be the *master* of methods, not the *slave*.

In the series of articles imperfectly outlined by the above diagram, we earnestly desire to aid teachers in forming more exalted ideals, and to inspire them with a burning zeal to become artistic educators.



J. B. MERWIN.....Editor

ST. LOUIS, JULY, 1874.

THE NEXT ANNUAL MEETING.

THE Fourteenth Annual Meeting of the National Educational Association will be held in Detroit, Mich., on the 4th, 5th and 6th days of August, 1874. The Governor of the State, the mayor of the city, the State and city superintendents of public instruction, and the board of education of the city of Detroit, have extended a very cordial invitation to the Association to meet in that place. Free use of assembly halls has been proffered, and every effort will be made to secure a successful and profitable meeting.

RAILROADS—HOTELS, ETC.

All the railroads leading into Detroit have declined to make any reduction of fare save the Detroit and Bay City, the Grand Trunk, and Great Western. The Bay City will carry members at half fare.

The Northern Transportation line of steamers will carry members from Chicago to Detroit and return for \$14 00 for the round trip. Teachers desiring to go by this route must apply to Hon. J. L. Pickard, Superintendent of Schools, Chicago, for a recommendation to the company. Mr. Pickard's office is at Nos. 84 and 86 LaSalle street.

Rates of fare at the different hotels in Detroit will be to members of the association as follows: Russel house, \$3 00 per day; Biddle house, \$2 00 to \$3 00; Michigan Exchange, \$2 50; Antisdell house, \$1 50; Franklin house, \$1 50 to \$2 00; Cass house, \$1 50 to \$2 00; Howard house, \$2 00.

Duane Doty, Esq., Superintendent of schools at Detroit, is Chairman of the Local Committee.

A. P. MARBLE, Secretary.

S. H. WHITE, President.

A FRIEND writes: "I followed our suggestions—told our directors what we needed in the school—and they said 'yes, by all means send and get a globe, black board, maps, and whatever else you need.'"

I thank you for the suggestion to talk over 'estimates' and our wants with the directors—it has done good, and interested them in the success of our schools."

All of which we can believe and know to be true.

Why don't the teacher do this more and do it without delay?

It will help them, help their pupils, help their patrons, help all. Try it!

THE Wisconsin State Teachers' Association meets in Madison on July 14.

Our terms are \$1 50 per year strictly in advance.

The Light and Warmth of School Life.

NO schooling is a success which does not inspire the whole after-life of the scholar. No schooling is a success, if it does not impart good habits of study, and either augment a hearty hunger and thirst for knowledge, or even inspire such a taste where it was totally wanting.

Prof. Silliman remarked "application constitutes taste." More of our prevailing tastes are acquired than are natural. With rare and marked exceptions, it is the fact the large majority of pupils who graduate from any institution of learning, are of that average and mild nature that they take their moulding and modelling from this or that teacher, according to his personal influence and power to inspire his scholars. Hence our older schools and colleges have their characteristics, or leading traits of culture. Prof. Agassiz is a striking example. Spurgeon is another, as he is educating hundreds of preachers, inspired by his zeal and his aims. No power is to be coveted or cultivated by a whole-souled teacher more than this, to make his young friends eager students not only while they are controlled by him in daily duties, but always through life, in whatever employment, or place, eager to learn, and as eager to share with others.

To day a letter came to hand, which wound up with the expression "in heart and soul, ever your pupil." Oh! the rapture which that phrase sent thrilling through the teacher's soul, rapture, followed instantly by awe and solemnity, in view of the control which one has over another's future welfare. The eyes that beamed with thankful delight were quickly filled with tears of solemn pleading, "My God! be Thou the guide of us both together."

Why so? The school-days, even at the most, are fleeting and soon past. The school-room is left behind. "The wide, wide world" is the new school-room. The few months or years of schooling end; the years, by dozens or by scores, come in long succession.

The few studies (or many) to which the pupil's whole time was nominally given, are mostly dropped. The intellect suddenly stops all growth in these lines of thought, especially if it was trained merely to cram, and not to think and investigate. Arrest all growth of the body at the moment of leaving the school-room for real life! It would make us a nation of ill-shapen dwarfs, and helpless pigmies. Arrest the vigorous healthful workings of the mind, as directed by noble feelings, in the same way! It happens in ten thousands of cases. It would occur less frequently, were all schools so arranged and conducted, all teachers controlled habitually by this great aim to make their students love to know, as well as to make them know. If children learn only what they must, and because they must; if the processes of instruction are only as roots out of a dry ground,

very dry and very tough, and very bitter roots, too; if education became purely compulsory in the sense of forcing all that is taught, then the work is like that of forcing water uphill, and, the pressure ceasing, the water moves back, straight back to the lowest ground, and never runs up again.

But, if the leading spirit of the teachers is, as it always should be, to kindle a fire of enthusiasm where there was none; to win the scholar from one triumph to another; to point out lovelier landscapes over which the hill of science will cause them to look with rapture; to lead them to the source of truth, and research, and beauty, instead of the rapid and stagnant pools of hireling book-makers, (if such there are still on earth;) if the sum and substance of all the school-books, system, and manipulators is to make their recipients fairly hunger and thirst for knowledge, then, then in good earnest, a sublime and life-ennobling end is reached, worthy of all expense, all effort, all the talent and learning and fervor that can be marshaled in the grand interest of developing our nation's chief-resources. "These are our jewels" and the models of all the rising generation.

That teacher who kills out in a young soul the love of truth, has put out the eyes which God made like young Arthur's. That teacher who stunts the power of original and ardent thought, and inquiry, has destroyed eternally the very image of the Lord. Cursed be such a teacher by all whom he has crippled. And let all good patriots say, Amen!

THOROUGHNESS.

THOROUGHNESS, the old spelling had it, and it was right. If we only could learn to "put things through," not in our American slang sense, but in the sense of doing them perfectly and well! If we only would build

"With greatest care
Both the seen and unseen part,"

And not wait for some terrible catastrophe like that of month before last in the beautiful Connecticut valley, to prove to us that "the gods see everywhere."

Every day we teach the lesson by words, and every day we un-teach it by our actions. We know that the reservoir is out of order—we know that it is unsafe, and yet we build our houses in the valley of the river, and "trust to luck" that it will not overpower its banks.

We know that the bridge, that the trestle-work is unsteady, that the timbers are rotten, the wires rusted, and we drive our train over it, hoping that it will last, till it goes down.

Is this not a national characteristic? And if so, may we not look to the training that our children are having in the public schools to correct it in the future? But how?

We must tolerate no shams in our public schools—no essays read at pub-

lic exhibitions which are more the productions of the teachers than of the pupils—no percentages on recitations that do not tell the exact truth—no half-work marked as perfect out of a sentiment of pity for the effort of the pupil—no answers accepted that are half correct and filled out by the teacher. We must allow no making haste to be learned.

The great competition engendered by systems of schools so large as ours are, must be most carefully watched in its influence. It is not only most dangerous in its stimulating effects, to the physical health of our children, but it is also a dangerous element of great power in inducing superficiality in the habits of mind. It is the one great and threatening danger against which we may rush when we do away with the old system of individual instruction and establish classes, graded schools and systems of schools.

Let us be cautious because we recognize our danger. Let us look it fairly in the face—only so can we deprive it of its power to injure.

A VERY SIMPLE THING.

Some French writer says in speaking of Moliere, that "to possess one's self of everything, and to put everything in its proper place is the secret of genius," and that this was what Moliere did in his dramas.

Without doubt the saying is as true as any statement so short can be true. The great French dramatist did grasp the whole circle of French life; he was familiar with every character which made its appearance there. He made use of them all on the stage, and he put every character in his proper place.

Genius in a military commander or in the supreme officer of any government would seem to consist of the very same power.

The successful general is he who knows and comprehends all the elements with which he has to deal, the capacity of every officer in his command, and who then assigns to each one his proper part.

The successful and glorious leader is he who, understanding perfectly the requirements of every post, perceives at a glance which of his acquaintances has the required capacity, and sends him thither.

To use a homely statement, a man of genius will never put a round ring into a square hole or a square ring into a round hole. He can think two things in one thought. Hence his plans succeed, his dramas conquer applause and lasting fame, his armies bear down all resistance, his country is great and prosperous.

But we need genius of this kind everywhere, and not alone in the authors, the generals and the sovereigns—nowhere more than in the school room do we need it, however, and it is because it is in this country too often directed to other less laborious and more lucrative employments, that our schools have been condemned as being vast machines which are to turn

out yearly so many pupils of the same pattern.

No one more than the teacher needs to comprehend all the varying capacities of the children under his charge, and the different nature of the means at his disposal, whether physical, mental or moral, and then to adapt the one to the other.

Even passing to the separate recitations, this must be done every hour of the day by every successful teacher. One illustration will suit one pupil but does not hit another at all. A gentle word will do for this one—the other needs something more!

To do all this as it should be done requires genius, and that of the highest kind, and when one shows us a thoroughly successful teacher we will show him a man or a woman who would have succeeded in any line of business.

The same might with equal truth be said of a thoroughly successful man or woman in any profession. The originality of genius consists in the making discoveries of the fitness or appropriateness in things, which others had never thought of as resembling each other. In this quality lies the beauty of the metaphor, of poetry, sculpture, painting; in short, of any great work in whatever line.

The subject admits of endless illustration, but we have said enough to convey our idea. And any training which will tend to develop the power of observation of the "fitness of things," will tend to develop men and women of genius out of the children in our schools.

THE GOLDEN RULE, IN EDUCATION.

"Thou shalt love thy neighbor as thyself."

There it stands, the admirable and peerless Golden Rule. As the sum and substance of Moses' code of legislation, on which all the law and the prophets hung, so it has ever floated on high as the mid-day sun in the system of Christianity, around which the lesser truths revolve as satellites.

It is as much the consummate blossom and ripest fruit of human reason, as it is of divine revelation. Science has discovered nothing to displace it; nothing to equal it. Ethics may well despair of finding any truth equal to it in range and equal to it in world-wide application.

1. It is a complete answer to any clamors of a sectarian spirit. Sect and sectaries, however enthusiastic in defence of their peculiarism, are wholly unable to confute this supreme law. Sect can never lift its head with sufficient audacity, in any enlightened or any half-enlightened country, to demand that this truth of human brotherhood shall be thrown out, in order that some sectarian aspect of morals or religion may be brought in as usurper, to sit on its throne.

All patriots, all philanthropists, all good educators, all friends of public instruction, must rejoice with warmest unanimity, that the power of any sect, as a distinct organization,

is far less than it was sixty or eighty years ago, for, as some of our older public men well remember, there were cities and towns where, early in the present century, sect could drive all before it, could carry at the polls or in society any measure on which it rallied. Name the city where you think to-day any sect, however united, however determined or persevering, or bold, could concentrate power enough to enact any law or enforce any measure to oppress other sects and benefit itself alone. Name a town where you think one sect could trample down the rights of the other sects for any period of time, and hold them by the throat. Sectarianism is a dying power in all public interests—or is, in most places, dead already. The people sing joyfully its "Requiescat."

The spirit of the Golden Rule has outgrown and overshadowed it, till it is dying if not a natural yet a most gracious and inevitable death—not only where Buck Fauschawe has his say, but where a kid-glove aristocracy is proud of its public schools, park and waterworks.

2. This Golden Rule, next, silences all the demands of mere party, because it permits free speech and free thought. Party, and blind partisans, however inwardly burning with zeal to make voters, and carry their measures, yet dare not pollute these sanctuaries of childhood, where truth, knowledge, love and peace find their holy shrine. The children are sacred. The children's books; rooms, hours, pursuits, wherein they are as one family, and preparing together daily for one and the same grand citizenship, as free Americans, are sacred from the defilement of partisan touch, or look, or breath.

3. This spirit of brotherly regard, actuating men as fellow-citizens, which created and animates our vast system of public schools wherever in our country its framework has been erected, also, equally, and most powerfully exorcises the foul spirit of caste or class. No set of money-kings, no blue-blooded caste, no priors nor exclusives can control it, any more than they would have created it, or could, if they would. Society may rustle in silks or roll in carriages up to the very doors of the school houses—but can not alter a jot or tittle of the justice and truth that rule within. As the baffled waves retire utterly abashed from the rock-bound coast which perpetually in the silence of measureless strength, beats them back in the spirit—"Hitherto, but no farther!" so the honor, the rank, the grade, the promotions, the applause of our schools depend on talent, merit, diligence, fidelity, and on no meaner test or criterion. No high, no low; no rich, no poor; no learned, no ignorant, as far as the parents are concerned, can be recognized by the honest trustee, or the faithful teacher. Nothing rules there but the equality of character and conduct, for all the school children are equally, by natural birth-right, and in the view of the

laws, sons and daughters of the Lord God Almighty.

WANTED. THE ARITHMETIC HERO!

THE blending beauties of exulting Greece," or some such phrase, was used to describe the master-piece of some old artist who had selected the handsomest girls and damsels as his models, and painted all their finest features and forms in his one crowning work of glory.

Wanted, an arithmetician who is no artist. Wanted, the arithmetician who is a moral hero, such a hero that he can crush within himself every sentiment except that of complete and thorough utility. No matter, if he secretly determines to unite culture with business uses; no matter, if he determines to develop scholars into arithmeticians as well as business heads; no matter if he resolves to blend the beauty of symmetrical culture with the more narrow and vigorous demands of Gradgrind, the mere utilitarian. Nevertheless, that arithmetician must trim his book down to the best fighting weight, so as not to leave, figuratively speaking, an ounce of fat on it. Just what every scholar absolutely needs for these two objects, but rigorously not a page of waste matter. Who wants a museum of arithmetical curiosities? Five hundred thousand do not, for one solitary exception who does. Or, who wants a ten years' course or an eight years' course in arithmetic alone, as if he expected to devote any such proportion of his few school years to it? How few scholars spend eight years all together in school? The book should be made to meet the wants of the scholar. The difficulty is great, is in a manner, too great to be overcome, viz: to suit the courses of study to so many different wants, so many different stages of culture, so many grades of mental power. Yes. But that is the very problem. It must be done—and done as well as it can be.

The teacher can cut down the trash in the current arithmetics, and the teacher must and will, if even the publishers and authors, for whatever reason, will not. Cut down the cumberbers.

If it were the fashion to kiss men here, as men kiss one another in Europe or Asia, especially friends—I would walk twenty miles to kiss one blessed benefactor of the young, for cutting frictions down so gloriously as to remind me of Greeley. Greeley said a dog's tail ought to be always cut off—close behind his ears. Whose arithmetic is it? You ask. Find out for yourself, as a dozen considerations bind us to sacred silence on the question of names—and, besides, it will be a greater benefit for the teacher to investigate, i. e., trace out the facts for himself.

The power of reflection comes into play here. As the great songstress, Nilsson, was congratulated on her magnificent rendering of

"I know that my Redeemer liveth,"

she said as part of her graceful and modest answer, that she had sung it in public over 650 times; so the best arithmetician is to be trained, not by the largest number of different sums he has done or is even yet able to do, at a slow rate, but by the accuracy, certainty and quickness with which he can do all that he needs to do of a given kind. We do not want one Sampson who can shoulder and carry off the gates of Gaza, as much as we want "Six hundred Benjamites, who can sling stones at a hair's breadth, and not miss," or a Daniel who out-matches the Goliath.

Simplify the rules. Cut down the number of examples. Make the examples come from real life, from marketing, and shopping, and every-day dicker. Drill on these till your scholars are alert as Ellsworth's Zouaves.

It often happens that pupils know more than their teachers—about some things. A little girl the other day told her teacher "how to teach" a topic profitably. She says: "Draw a little child on the slate and teach it the lesson. Then draw a larger one, and teach the lesson over again to that one. Then draw a grown up person and teach the lesson to that one, and then you can teach it to me."

We don't blame children for "cutting up" if the teacher is dull, and uninteresting, and stupid.

Children are full of life and vigor, or they ought to be, and this vigor of body and mind should be turned by the teacher into legitimate channels, and more of it generated, if possible, instead of suppressing it. The old style of "keeping" school cannot be tolerated any longer.

Teachers who do not keep up—nay, who do not keep a long way ahead of the brightest and best pupils—had better quietly drop out—and "drive team" or "scrub floors," or do any such quiet, respectable business, rather than train Young America. The fact is, there is too much demanded and too much to be done in the six school hours for a dead-head or a stupidity to get along with.

We called at a school the other day where we saw the pupils work with as much zeal and enthusiasm as they ever exhibited in the play-ground. They were all aflame with interest—all cheerful, all in the glow of health. We visited several rooms in the building, and found the same condition of things. No one had time, or manifested any desire to do ought else than *their best* in the exercise in which they were engaged, and if the teacher is the proper person and *knows* enough, this result can be attained every day with every study. Can you do it?

Please write your name and post-office address very plain (enclosing stamp) and you will be astonished at the promptness with which you will receive replies to numerous important inquiries sent us.

EDITORIAL CONVENTION.

THE good people of Lexington opened their hearts and their homes to the editorial fraternity of Missouri, and gave them through Col. Reid, a most beautiful and generous welcome.

The schools, churches, banks, editorial offices, coal mines, and the "suburbs," were all visited, and the same cordial greeting was everywhere given us.

The reception and ball, from which all intoxicating wines and liquors were very properly excluded, was a most *recherche* affair, in which the elite, the beauty and fashion, the "maidens fair to see, whose cheeks have the pale pearly pink of sea shells"—the old and the young—participated. It was a joyous and pleasant occasion, long to be remembered. The Lexington Silver Cornet Band discoursed excellent music.

Practical essays, brilliant poems, legitimate business, voting resolutions, wit, humor and good cheer, characterized all the proceedings.

It was the best convention we have ever held in the State, and now that the old Nestor of the press of Missouri, Col. Eastin, has been unanimously—as he ought to be—elected President, we go for Col. Switzler for President and Estill McHenry for Treasurer during good behavior.

We were made welcome during our stay in the city at the hospitable mansion of Mr. Ben. Marshall.

To Col. Mark L. DeMotte of the *Register*, and other members of the local committee, we are under special obligation for courtesies extended.

OFFICERS FOR THE NEXT YEAR.

The Committee on Permanent Organization reported the following named gentlemen as officers of the Missouri Press Association for the next ensuing year:

President—Lucien J. Eastin, Glasgow Journal.

Secretary—J. M. London, Macon Journal.

Treasurer—Estill McHenry, St. Louis Times.

Orator—Mark L. DeMotte, Lexington Register.

Poet—Geo. W. Ferrell, Boonville Eagle.

Your committee would also suggest that the next convention be held on the last Wednesday of next May.

All of which is respectfully submitted.

ESTILL MCHENRY,

Chairman Committee.

And the report was unanimously adopted.

IT WILL DO GOOD.

Teachers and school officers should keep their local papers well posted on what the schools are doing, and should communicate fully and freely also with members of the Legislature. Keep them posted on what ought to be done to make the schools more efficient—the estimates to sustain them more liberal—show them, in fact, that the money paid to sustain our public schools is a good investment.

Our Teachers' Bureau.

Those desiring teachers are requested to state—

1st, Salary paid per month.

2d, Length of school term.

3d, Qualifications required.

Teachers desiring positions will also state—

1st, Their age.

2d, How much experience they have had in teaching.

3d, What wages they expect per month.

We charge each applicant for a position, and each person applying for a teacher, the sum of *two dollars in advance*, for inserting their application.

248.—A graduate of Michigan State Normal School, with two years' experience, desires a position as teacher of modern languages, especially German, or as principal of a town school.

249.—A gentleman who has had fifteen years experience teaching, desires a position as principal of a good school.

An increase of over *two hundred* copies on one of the five editions, shows a growing interest and appreciation of the work this journal is doing for public schools.

This, too, since our last issue.

Our teachers and school officers cannot do better than to get a half dozen copies into circulation in every school district, and so keep the people posted up.

Is it not true? That this is the best paper our teachers and school officers can circulate among the people?

Is it not true, too, that advertisers get better returns for the advertisements which are circulated and read among an intelligent, productive, law abiding people?

Henry Ward Beecher's paper, the *Christian Union* says:

"We call attention to the *American Journal of Education*. Five editions are issued each month. No teacher or school officer can afford to be without this invaluable aid. It shows not only what our teachers are doing, but the necessity for their work as well. Its 12,000 circulation gives it 100,000 readers each month. Address J. B. MERWIN, Editor and Publisher *American Journal of Education*, 917 N. Sixth street, St. Louis, Mo.

THE COLUMNS OF OUR LARGE Daily Papers are filled with glowing accounts of examinations, and commencement exercises, from every section of the country, showing the growing interest felt by the people, not only in personal culture, but in the success of our great educational institutions and systems.

OF THE EXAMINATION AND Commencement exercises at "Stephens College," "Christian College," and the State University, we shall have something to say in our next issue. Never were better results obtained at any of these flourishing institutions than for the past year, and the work done in Columbia strengthens and tones up public sentiment on the all-important question of a better education throughout the whole west.

SEVERAL important communications and advertisements come too late for insertion in this issue. We thank our friends for their favors in this direction.

No more truthful sentence was ever penned by man, than the following, written by Chancellor Kent: "The parent who sends his son into the world uneducated, defrauds the community of a lawful citizen, and bequeaths to it a nuisance." These words should be written in letters of gold over the entrance of every school in the land.

A County Superintendent from a Western State, we think has rather a vivid imagination. He writes, that "Old Noah's" second mate knew more of the educational wants of this nineteenth century, than all the members of their County court put together!—rather strong as a statement, but stronger as a fact.

THE SOUTHERN ILLINOIS NORMAL School opens July 1st, at Carbondale, Ill's., with a full equipment of everything needed to make it a first class institution. Dr. Robert Allyn, who is known as one of the most successful and practical educators in the country, has accepted the position of President, resigning the same position in McKendree College to accept this. We shall have more to say of this eminent educator in our next issue.

LAST YEAR PROF.'S BALDWIN & Drake inaugurated a very profitable Normal Institute at Oregon, Mo., drawing people from several States, many of whom desire to avail themselves of a like drill again this season. Prof. Drake has this year associated with him T. R. Vickroy, A. M. of St. Louis, and the North-West Missouri, (which means Kansas and Iowa,) Normal School Institute, will be reopened at Oregon, Holt Co., Mo., July 27, 1874.

TEACHERS should remember that a copy of this Journal, circulated and read a year in almost any school district, will make about one hundred intelligent, firm friends of our public school system.

The people need information as to what a good school will do for their children—as to what they will get for the money they expend for schools. The reading of this Journal will show them these things.

Could teachers and school officers do better for themselves or for the public, than to secure a list of subscribers in every school district.

WE GO TO PRESS JUNE 18TH, TOO early to give even a notice of the commencement exercises of the Mo. State University. We learn with pleasure, and surprise, however, that Miss Julia F. Ripley walks off with the first prize again this year. Are not such things "revolutionary" in their tendencies?

THE CINCINNATI HIGH SCHOOL graduated this year a class of eighty-six; and the Cincinnati Normal school graduates forty-five young ladies.

DON'T FAIL TO SEND POSTAGE, 12 CTS., with your subscription, as we must pre-pay everything, after Jan. 1, 1875.

Terms of the JOURNAL, \$1.50 per year in advance.

As an educational advertising medium, the *American Journal of Education* stands without a rival in the West. Twelve thousand copies are issued monthly. These go into the hands of teachers and school officers, all through the West and South. The advertisements are read, and advertisers secure a speedy return.

PLEASE, when you write us making inquiries, enclose stamps to pay postage on the answer we send you.

BOOK NOTICES.

MYSTERIES OF THE VOICE AND EAR.—By Prof. O. N. Rood, of Columbia College, New York. New Haven; Charles C. Chatfield & Co., 1873. For sale by Book and News Co.

This brochure forms No. 10 of the "University Series," and includes pages 281 to 329. It goes over in an attractive style the latest results in the doctrine of sound, explaining in a very clear manner the phenomena of refraction, reflection and interference of sound waves.

ON THE HYPOTHESIS OF EVOLUTION: Physical and Metaphysical. By Prof. Edw. D. Cope. New Haven; C. C. Chatfield & Co. For sale by Book and News Company.

This forms No. 4 of the University Series above mentioned. Under the heading Spiritual and Moral Development, the author presents some ingenious considerations relative to the different degrees of development in children, women and men. Women, it is hinted, present in some of their metaphysical characteristics a stage of arrested development which man has passed through and outgrown. Again, in other characteristics, she presents a more developed stage than man.

HALF-HOUR RECREATIONS IN POPULAR SCIENCE—Dana Estes, Editor, Boston; Estes & Lauriat. Division First, in 12 parts, treats of insects. Part 1., of insects in the garden, their habits, etc. By A. S. Packard, Jr. For sale by Book and News Co.

No. 1 of the "Recreations," contains "Strange Discoveries Respecting the Aurora, and Recent Solar Researches," by Richard A. Proctor, the eminent astronomer whose visit in this country will cause an impulse toward astronomical study. No. 2 treats of "The Cranial Affinities of Man and the Ape," by Rudolf Virchow, the most eminent of cellular physiologists. This lecture is a counterblast against the too rash statements of Carl Vogt, the intrepid materialist, who regarded thought as a secretion of the brain "as much as urine is a secretion of the kidneys." Coming from so eminent a source it has had a great effect in staying the incautious generalizations of scientists intoxicated with Darwinism. No. 7 treats of the "Geology of the Stars," and is written by Prof. A. Winchell, of the University of Michigan, whose "Sketches of Creation" have attracted a wide popular interest. The data of our knowledge with regard to the geology of the stars, is of course derived from experiments with the spectroscope. Within ten years our astronomical knowledge has at least doubled, solely from the application of the spectroscope. The lines in the spectrum and the specific quality of the colors indicate with unerring certainty the chemical nature of the substances from which the light emanates. Not only this, but their thermal condition, and also the direction and rapidity of their motion. The discoveries of the telescope are eclipsed by those of the spectroscope. It is possible by simple observation of the spectroscope to map out the contour of a hydrogen plane on the surface of the sun,

and to calculate its rapidity of motion, even though the plane cannot be seen at all with the eye assisted by the best telescope, on account of its inferior brilliancy as compared with the chief part of the sun.

The speculations with regard to the cause of development in the stellar universe as based upon observations upon bodies in different stages of evolution are intensely interesting, but are not yet in a very complete state. According to these we may look forward to a gradual decline of the organic phase of our planetary history, and its approaching unfitness for the support of life. It will pass through the stage that the planet Mars is now in—having less vapors and infrequent rains. Finally it will come to the lunar style, wherein all water disappears and also all atmosphere—a final refrigeration of the orb.

No. 8 contains Professor Huxley's famous lecture "On Yeast," in which he explained Protoplasm and the Germ Theory. It also contains a lecture on "The Relations between Matter and Force," by John H. Tice, of St. Louis, Mo. "The physical forces, like the mythical Proteus, are constantly changing their form." This is the text of the greater part of the scientific discourses of our time.

No. 9 treats of "The Stone Age, Past and Present." It is written by the ablest anthropologist now living, E. B. Tylor, whose work on "Primitive Culture" should be read by every one at all desirous of knowing the presuppositions of his culture and civilization. Besides the essay of Tylor, this brochure contains a lecture by Dr. Richardson on the "Theory of a Nervous Ether," in which he broaches a modification of the old and well nigh obsolete theory of the existence of a nervous fluid. The mind revolts from the idea of the action of a continuous energy through void space. Force cannot make a transition except through continuous matter, is the principle adopted. Accordingly we have the various theories of æther or others to account for the transmission or manifestation of some subtle force like light or electricity, or finally of nerve force. The "Half-hour Recreations" are for sale at 25 cents per single number or \$2 50 per annum—(12 numbers per year).

THE AMERICAN NATURALIST—A Popular Illustrated Magazine of Natural History. Salem, Mass., Peabody Academy of Science. Published at \$4 a year; 35 cents per single number. Estes & Lawriet, publishers, 143 Washington street, Boston, Mass.

ELEMENTS OF PHILOSOPHY—Comprising Logic and Ontology on General Metaphysics. By Rev. W. H. Hill, S. J., Professor of Philosophy in the St. Louis University, Baltimore; John Murphy & Co., 1873. For sale by St. Louis Book and News Co.

It is refreshing to one who has groped for a long time among the specialties of natural science, to come upon a genuine work in philosophy. Our thoughts at once elevate their range and concentrate on the three great problems most important to humanity as relating to the origin, nature and destiny of man. "If philosophy can make no bread, she can at least procure for us God, Freedom and Immortality," is a saying of the mystic Novallis. Again, of works on philosophy, those which, like the one under consideration, base themselves on the deep thoughts of the Stergivite and of his followers, promise us most substantial food. Saint Thomas Aquinas did not put forth mere opinions into the world, but his thoughts have a substantiality about akin to the principles

of our civilization. The growth of modern science, the unfolding of social laws and political movements, the psychological presuppositions of our modern views of the world; all these are contained in germ in his capacious thought. We may pronounce the book of Rev. Mr. Hill a valuable presentation of the former's logic in the spirit of the latter's Christian theology. Besides logic he has given a compendious treatise on "Ortology or General Metaphysics."

Normal Book Table.

The Eclectic Geographies, which are published by Wilson, Henkle & Co. have now been in use some three years. They stand the test of the school room. The maps are superb. In this department the author stands without a rival. The modern improvements in the methods of presenting the subject, are admirably incorporated in these books. The books are teachable. This is a most commendable feature. Take them all in all, it is now safe to class the Eclectic Geographies with McGuffey's Readers and Ray's Mathematics, as standard text-books of the highest merits.

THE NATIONAL TEMPERANCE SOCIETY and Publication House will pay all it has cost so far, by the republication of the prize essay by the Rev. Dr. H. D. Kitchel, of Middlebury College, Vt., on the Suppression of the Liquor Traffic. This is the ablest, and most comprehensive, and most exhaustive argument for the suppression of the liquor traffic, which has ever been written. They send us also a discourse by Albert Barnes entitled, *The Throne of Iniquity, or, Sustaining Evil by Law*; a pamphlet by Dr. Stephen Smith on the Influence and Effects of Social Drinking Usage Among Women, the Relations of Drunkenness to Crime, and the Criminality of Drunkenness Judged by the Laws of Nature, by Dr. Elisha Harris and others. This society is doing an excellent work, and deserves to be liberally sustained. Address J. N. Stearns, Corresponding Secretary, New York.

THE HEART OF THE REPUBLIC.—Mr. Edward King, in his forthcoming article on Missouri, in the "Great South" series of Scribner's Monthly, calls Missouri the heart of the Republic. The article will appear in the July number.

"WE AND OUR NEIGHBORS," BY Harriet Beecher Stowe, in *The Christian Union*, is a story of growing power and interest, and one which all ought to read. This, with other attractive features of *The Christian Union*, ought to make it a welcome, as it is an instructive visitor, in every household.

Books Received.

HARPER & BROTHERS, of New York send us, through the Book and News Co., some elegant books, which we shall more fully notice in our next issue.

Northern California, Oregon, and the Sandwich Islands. By Charles Nordhoff, author of "California: for Health, Pleasure, and Residence," &c., &c. Profusely Illustrated. 8vo. Cloth, \$2 50, Paper, \$2.

A Fast Life on the Modern Highway; being a Glance into the Railroad World from a New Point of View. By Joseph Taylor. Illustrated. 12mo, cloth, \$1 50, paper, \$1.

The Doctrine of Evolution; Its Data, its Principles, its Speculations, and its Theistic Bearings. By Alexander Winchell, LL. D., Chancellor of Syracuse University, author of "Sketches of Creation," "Geological Chart," "Reports on the Geology and Physiography of Michigan," &c., 12mo, cloth, \$1.

Annual Record of Science and Industry for 1873. Prepared by Prof. Spencer F. Baird, Assistant Secretary of the Smithsonian Institution, with the assistance of some of the most eminent men of science in the United States. Large 12mo over 800 pages, cloth, \$2. (Uniform with the Annual Records for 1871 and 1872). The three volumes sent by mail, postage prepaid, on receipt of \$5.

Five-minute Chats with Young Women, and Certain Other Parties. By Dio Lewis, author of "Our Girls," &c., &c. 12mo, cloth, \$1 50.

Wilkie Collins' Novels. (Harpers' Library Edition.) Now Ready: *The New Magdalen, The Woman in White, Poor Miss Finch, Man and Wife, The Dead Secret, Basil Hide-and-Seek, The Moonstone, No Name, Armadale.* With illustrations. 12mo, cloth, \$1 50 each. Other volumes will be issued shortly.

Truths For To-day. By David Swing. 1 vol. Price \$1 50. Jansen McClurg & Co., 117 and 119 State street, Chicago.

The American Journal of Education.

WE desire to call the attention of our readers to some of the characteristics of this Journal to which we labor to give prominence:

I. A PROFESSIONAL JOURNAL.

That it is such, in a very high sense, will be conceded. The special aim of each article is to benefit the one hundred thousand teachers, students, and school officers who read it each month.

We write, and we want others to write as if in such a presence.

1. *Methods of Teaching.*—Each number contains the best thoughts of some of our best educators. The methods presented are founded on long and successful experience. Short, practical articles are best appreciated and hence are most valuable.

2. *Methods of Culture.*—Under this head are classed all articles treating of the means and methods of developing the various powers of the mind. The papers on the Philosophy of Education are eliciting much interest. These will be continued throughout the coming year. On this subject we promise our readers many valuable contributions by our best thinkers. A better knowledge of the mind is the great want of teachers.

3. *School Management.*—Ten teachers fail because they do not know how to manage their schools, where one fails on account of scholarship.

A series of editorial articles on this subject will be published in the succeeding numbers. The experience of many years will be presented in the most practical form. Organization, grading, classifying, programme, regulations, tactics, punishments, books, apparatus, etc., are topics which it is proposed to discuss. We shall continue to present the views of our best educators on the various points pertaining to school management.

II. **MORE THAN A PROFESSIONAL JOURNAL.**—We labor to deepen and widen the interest felt in popular education in every State of the Union. An earnest co-operation must be secured among the friends of progress. Better school houses must

be built and furnished. The School law must be made more and more adapted to our wants. Faithful teachers and school officers must be sustained. The County Superintendent, the vital element in our school system, must be sustained. All our power and influence will be devoted to these and kindred subjects.

Our ideal educational journal, is both professional and popular. Such a journal must be productive of immeasurable good. Fellow educators, will you aid us to realize this ideal? You can send us articles full of truth and enthusiasm. You can do much to induce teachers, students, and parents to subscribe for and read the Journal. You can, in a single month, in this way, double the usefulness of the Journal.

EDUCATIONAL DOCUMENTS.

We determined, some time since, to issue a series of "tracts," or documents, in cheap form, in conformity with the earnest solicitation of many of the leading educators from different parts of the country, which should embody some of the most practical ideas, and the freshest thought and expression of the age on this subject. These documents are for circulation among the people, so that they may be better informed not only of the work done by the teacher, but of the necessity of this work. Teachers and school officers have found them to be profitable and interesting reading, and orders have been received for them from almost every State in the Union.

So far, fourteen of these separate tracts have been issued. Massachusetts and Texas order them by the thousand; Colorado and Maine send for them. They cost \$7 00 per hundred, or ten cents for single copies. (Send postage.)

The "Popular Educational Documents" issued thus far, cover the following interesting and practical topics:

- No. 1. **WHAT SHALL WE STUDY?** By Wm. T. Harris, Superintendent of Public Schools of St. Louis.
- No. 2. **THE THEORY OF AMERICAN EDUCATION.** By Wm. T. Harris, Superintendent of Public Schools of St. Louis.
- No. 3. **HOW NOT TO DO IT; Illustrated in the Art of Questioning.** By Anna C. Brackett, Principal Normal School, Saint Louis.
- No. 4. **WOMEN AS TEACHERS.** By Grace C. Bibb.
- No. 5. **AN ORATION on the Occasion of Laying the Corner-stone of the Normal School at Warrensburg, Johnson county, Missouri.** By Thomas E. Garrett, Editor Missouri Republican, and M. W. Grand Master of Masons of Missouri.
- No. 6. **HOW TO TEACH GEOGRAPHY.** By Mrs. Mary Howe Smith. Read before the National Teachers' Association.
- No. 7. **HOW TO TEACH NATURAL SCIENCE IN THE DISTRICT SCHOOLS.** By Wm. T. Harris.
- No. 8. **THE EARLY WITHDRAWAL OF PUPILS FROM SCHOOL—Its Causes and Its Remedies.** An Essay read by William T. Harris, at the National Educational Association, in Boston.
- No. 9. **THE RIGHT AND THE POWER OF THE STATE TO TAX THE PROPERTY OF THE STATE TO MAINTAIN PUBLIC SCHOOLS.** By Hon. H. C. Brockmeyer.
- No. 10. **HOW FAR MAY THE STATE PROVIDE FOR THE EDUCATION OF HER CHILDREN AT PUBLIC COST? An Essay by Wm. T. Harris, before the National Educational Association, at St. Louis.**
- No. 11. **MODEL REVIEW EXERCISE IN ARITHMETIC.**
- No. 12. **WOMAN'S WORK AND EDUCATION IN AMERICA.** An Essay, by W. G. Elliot, D. D. Read before the State Teachers' Association.
- No. 13. **SYNOPSIS OF COURSE OF STUDY IN THE DISTRICT SCHOOLS.** By William T. Harris.
- No. 14. **SYLLABUS OF LESSONS IN NATURAL SCIENCE.** By Wm. T. Harris. For sale at the office of the AMERICAN JOURNAL OF EDUCATION. Send stamps to prepay postage.

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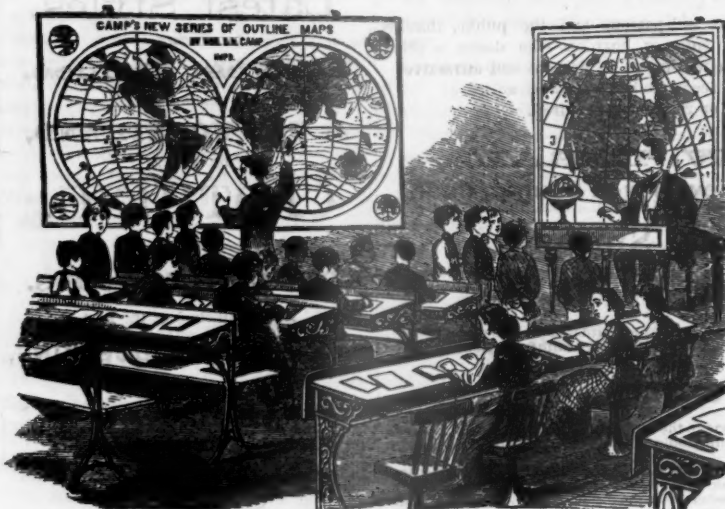
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State of Rhode Island and Providence Plantations, Department of Instruction, Providence, R. I., Dec. 19, 1870:

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Highland Park Accom.....*1:00 p m *3:40 p m

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Evanston Passenger.....*11:45 a m *2:40 p m
Kenosha Passenger.....*4:10 p m *9:00 a m
Lake Forest Passenger.....*5:30 p m *7:55 a m
Waukegan Passenger.....*6:20 p m *8:25 a m
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St. Paul & Winona Pass.....*10:30 p m *7:00 a m
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